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ABSTRACT

Using reading and writing to learn, inquire, construct, and examine ideas across the curriculum is central to an integrated curriculum. Too many middle school students do not view writing as a communication process that permeates the curriculum, nor reading as an active, constructivist process whereby various perspectives can be examined and debated. Noting that the challenge in developing integrated curricula is for teachers to relinquish ownership of content areas in order to create a whole curriculum, this book examines the issues inherent in creating an integrated curriculum in the middle school setting. The three parts, each with its own introduction, deal with the "whys" and "whats" of integrative learning, the specifics of such learning, and the building blocks of integrative learning. The articles in the book are: (1) "An Integrated Curriculum Supports Young Adolescent Development" (Edward Brazee); (2) "Myths, Politics, and Meaning in Curriculum Integration" (James Beane); (3) "Facilitating Curriculum Integration: The Principal's Role" (Norm Higgs and others); (4) "Teachers and Students Taking Charge of Curricular Change" (C. Victoria Faircloth); (5) "The Human Element: Teaming" (Timothy Hillmer); (6) "Thinking, Wondering, and Imagining: An Authentic Research Process in Action" (Janice V. Kristo and Betty Robinson); (7) "Student and Teacher Co-Created Integrated Curriculum" (P. Elizabeth Pate and others); (8) "Using Literature to Inquire and Learn" (Yvonne Siu-Runyan); (9) "Helping Students Construct Big Understandings" (Debbie Powell and Dick Needham); (10) "Service Learning and Middle School Students: The Perfect Fit" (Elaine Andrus); and (11) "Selected Resources for Designing, Implementing, and Assessing Integrated Curriculum at the Middle Level" (Barbara L. Whinery and John H. Swain). Most of the articles contain references. (HTH)